

**Louisiana Delta Community College**  
English 102 Expanded Course Syllabus.

Faculty Name  
Office Location  
Office Phone Number  
Email Address

Office Hours

**1. Course Name: English Composition II (Analysis, Synthesis, and Research)**

**2. Course Prefix and Number: English 102**

**3. Course Description: English 102 builds on the skills students learned in English 101 and adds extensive focus on research skills. Students will write a minimum of three in-depth analyses and/or arguments. These papers will target educated and academic audiences. The range of assignments will include assignments that build the students' capacity to engage with and develop material using more than one type of argument, or a combination of analytical and argumentative purposes.**

**4. Credit hours: 3**

**5. Prerequisites and Co-requisites: English 101 with a minimum of a C**

**6. Text: 1. The Blair Reader: Exploring Contemporary Issues – Sixth Edition. Laurie G. Kirsznner & Stephen R. Mandell. Pearson/Prentice Hall.  
2. Literature: An Introduction to Fiction, Poetry, and Drama – 10<sup>th</sup> or 11<sup>th</sup> Edition. Kennedy & Gioia. Pearson/Longman.  
3. A Writer's Resource: Handbook for Writing and Research. (Purchased for English 101)**

**7. Other Text References: None**

**8. Other Mandatory Course Materials:**

**COMPUTER JUMP DRIVE**

Portfolio (with pockets)

Black Ink

**9. Learning Outcomes: On completion of this course the student will be able to:**

- A. Analyze visual texts by demonstrating the skills of focus, observation, description, reflection, paraphrasing and summary**
- B. Review and analyze "movie" as a reflection of popular culture for both the academic and the non-academic culture**
- C. Demonstrate in writing the ability to use details from observation and research to support argument, and to build on the capacity to develop extended argument.**
- D. Synthesize multiple sophisticated academic sources while maintaining one's own thoughts and ideas.**
- E. Demonstrate critical reading skills which are essential to effective and thorough understanding of literature**
- F. Write critical prose which effectively demonstrates an understanding of literary material**
- G. Demonstrate the ability to analyze literature by developing complex arguments and analyses, sometimes mixing argumentative and analytical methods to produce coherent, evidential papers for educated and academic readers.**
- H. Move productively among the stages of a recursive writing process to pre-write, draft, peer review, revise and edit college-level compositions with appropriate formatting, usage, structure and style for an academic audience.**

**10. Course Outline:**

**UNITS**

1. Personal and Expository Writing
2. Using Definitions to Clarify Writing
3. Adding Details to Define Issues
4. Building Ethical Appeals for Credibility
5. Citing Authorities to Build an Argument
6. Using Specialized Language to Identify with a Particular Community
7. Understanding Literature (symbolism and analysis)

**11. Evaluation/Assessment Measures:**

- a. In-class, informal writing
- b. Examinations/quizzes
- c. Activities/projects
- d. Essays (including research)
- e. Numerous Reading Assignments
- f. Numerous Homework Assignments
- g. Portfolios

**Evaluation and Grading System:**

**Grading Scale (example)**

90 – 100 A

80 – 89 B

70 – 79 C

60 – 69 D

0 - 59 F

Some assignments such as essays may be assigned a value of more than 100 points. Other assignments, such as homework, in-class writing, quizzes, etc. may be assigned a value of less than 100 points.

**12. Tentative course schedule for semester (by day or week)**

**Week 1 (Personal and Expository Writing)**

Review of Syllabus

Review of Writing Process

Journal Writing (diagnostic) Relationships

**Weeks 2 & 3**

Family Ties

A. Interview and discussion

B. Readings:

“Those Winter Sundays,”

Robert Hayden

“The Key to My Father,”

Harlan Coben

“No Name Woman,”

Maxine Hong Kingston

“What Are We Fighting for?”

Ralph Wedgewood

Opinion Paper

**Weeks 4 & 5**

Media and Society (Using definitions to clarify writing)

A. Discussion and Journal Writing

B. Readings:

“Television: The Plug In Drug,” Marie Winn

“Reality TV: A Dearth of Talent and the Death of Morality,” Salman Rushdie

“Is Music Piracy Stealing,” Charles W. Moore

“Bad News,” Richard A. Posner

Definition Paper

**Weeks 6 & 7**

**Life and Lifestyle (Adding details to define issues)**

**A. Discussion and Journal Writing**

**B. Readings:**

**“Putting Up the Gates,” Blakely and Snyder**

**“Connecting Communities On and Offline,” Barry Wellman**

**“What Adolescents Miss When We Let Them Grow Up in  
Cyberspace,” Brent Staples**

**“The Internet in a Cup,” Tom Standage**

**Expository Paper (Using detail)**

**Weeks 8 & 9**

**The American Dream (Ethical appeals to establish credibility)**

**A. Discussion and Journal Writing**

**B. Readings:**

**“We May Be Brothers,” Chief Seattle**

**“Just Walk On By,” Brent Staples**

**“Two Kinds,” Amy Tan**

**“Inaugural Address,” John F. Kennedy**

**“I Have a Dream,” Dr. Martin Luther King Jr.**

**Persuasive Paper (Using credible sources)**

**Weeks 10 & 11**

**Why We Work (Citing authorities to build an argument)**

**A. Discussion and Journal Writing**

**B. Readings:**

**“Why We Work,” Andrew Curry**

**“The Second Shift,” Harley Hochschild**

**“Behind the Counter,” Eric Schlosser**

**“Let Someone Else Do It: The Impulse Behind Everything,”  
Cullen Murphy**

**Argument Paper (Determining sources to support an argument)**

**Weeks 12 & 13**

**Science and Human Values (Using specialized language to identify with a  
community)**

**A. Discussion and Journal Writing**

**B. Readings:**

**“Apollo,” Elizabeth Alexander**

**“Global Warming: Is It Already Too Late?” Mark Lynas**

**“Over a Barrel,” Paul Roberts**

**“Energy’s Future,” Dennis Behreandt**

**“The Truth About Men and Women,” Andrew Sullivan**

**Week 14**

**Begin research (analyzing literature).**

**Week 15**

**Conferences**

**Week 16**

**Research papers due    Final Exam Week  
Portfolios due**

### **13. College and Classroom Policies**

#### **A. Students with Disabilities**

The Office of Student Counseling and Disability Services coordinates campus-wide efforts to provide services and accommodations for students with disabilities. In compliance with the American Disabilities ACT (ADA), students with documented disabilities who need courses accommodations, have emergency medical information or require special arrangements for building evacuation should contact Dr. Ruth Osborne the first two weeks of class at 318-342-3707 or in Coenen 144.

#### **B. Attendance**

Attendance policies correspond to those listed in the *Delta Academic Catalog*. Class attendance is regarded as an obligation as well as a privilege, and all students are expected to attend regularly and punctually all classes in which they are enrolled. A student shall submit written excuses for all class absences to the appropriate instructor within three class days after the student returns to the respective class. Students are responsible for all class work missed regardless of the reason for the absence.

D. Academic Support Services: Delta provides students with resources and support outside of the classroom through the Library/LRC in Coenen 150 (<http://www.ladelta.cc.la.us/library>) and a Student Success Center which provides workshops, resources, and tutorial support.

#### **E. Electronic Devices/Other noise-making devices**

Cellular telephones, beepers, and other noise-making devices must be turned off during class time. If this policy is not adhered to, you will be asked to leave the room to avoid further interruptions.

#### **F. Safety Regulations**

No firearms, weapons, tobacco products, alcoholic beverages, or illegal drugs are permitted in the classroom. In the event you do not adhere to this policy, you will be asked to leave the classroom and expulsion from the college is possible.

#### **C. Academic Integrity**

Louisiana Delta Community College upholds standards of academic integrity of its students and faculty. Academic integrity is essential to assure learning through assessment. Students are responsible for being aware of and adhering to academic rules and regulations for the college and classroom as defined in the *Delta Academic Catalog* and *Delta Student Handbook*. Academic dishonesty includes but is not limited to cheating, fabrication, plagiarism, interference, misrepresentation, violation of class rules, and fraud. Identified instances of academic misconduct or dishonesty warrant disciplinary actions by the instructor or college. Please refer to Delta's *Student Handbook* for more information.

### **LOUISIANA DELTA COMMUNITY COLLEGE CODE OF STUDENT CONDUCT**

All members of the College community are expected to respect the principles of honesty and mutual trust embodied in the honor code. Students are responsible for preparing their own written work in every class unless specifically permitted by the instructor to combine efforts on an assigned project. Students are expected to understand the meaning of plagiarism and to avoid all suspicion of plagiarism in papers prepared. Furthermore, students are expected neither to sanction nor tolerate violation of the honor code by others.

Students will not give or receive any unauthorized aid on any examination or paper. If a student witnesses anyone else doing so, that student must be reported immediately to the faculty member and/or the appropriate College administrator.

## **ACADEMIC MISCONDUCT**

### **Types of Academic Misconduct (1.01)**

Although all academic misconduct is wrong, premeditated acts of academic misconduct represent a greater threat to the integrity of the College than do unpremeditated acts of academic misconduct.

### **Categories of Academic Misconduct (1.02)**

**Cheating** is the intentional use of inappropriate assistance, information, materials, or study aids in any academic exercise. Cheating includes the use of unauthorized assistance, information, or materials on tests, homework, quizzes, papers, projects, and all other academic assignments. Additionally, students who provide such unauthorized assistance are also guilty of cheating.

**Fabrication** is defined as altering official college documents, forging signatures of college officials or other individuals, or changing grades and other academic records. Fabrication also includes submitting false records to gain admission to the College. Furthermore, any oral or written misrepresentation of truth in any communication with College administrators, faculty, or staff is also fabrication.

**Plagiarism** involves submitting another person's ideas, words, data, arguments or sentence structure as the student's own without proper documentation.

**Misrepresentation** is intentionally presenting oneself as someone else, or intentionally misrepresenting a condition or situation to gain credit or concessions on academic work, including make-up tests, projects, and class assignments.

**Violation of class rules** is the intentional failure to follow the class policies concerning assignments and behavior.

Other forms of academic misconduct include **complicity**, the willing involvement with others in any academic misconduct; **software fraud**, the unlawful downloading and copying of computer software used in the creation of academic work; and **multiple submissions of work**, handing in academic work that was done previously by the student for another class, or by someone else.

### **Disciplinary Sanctions for Academic Misconduct (1.03)**

Depending on the type of violation, the number of times a student has committed an offense, and the discretion of the instructor, penalties may include any combination of the following:

1. Loss of partial credit for the assignment.
2. Reduced grade for the course.
3. Grade of "F" for the course.
4. Zero assigned to test or assignment.
5. Academic Probation
6. Counseling
7. Academic Suspension
8. Expulsion

### **Administration of Penalties (1.04)**

Instructors assign penalties to the student based on the above criteria. Student appeals of the penalty will be directed to the appropriate Academic Supervisor, or, if necessary, to the Dean of Instruction.

Should the student's violation of the Academic Honesty Policy warrant probation, suspension, or expulsion, the matter will be referred to the **Admissions and Academic Appeals Committee**. **Appeals of penalties will be directed to the Vice Chancellor of Academic and Student Affairs.**

**The complete Academic Misconduct policies and the Due Process Procedure (sections 1.05-1.06) are listed in the Student Handbook.**